

## **2009-2010 NCLBA Instructional Paraprofessional Survey**

# **Definitions**

### **Title I Instructional Paraprofessionals**

To be considered a Title I instructional paraprofessional, a paraprofessional must perform one or more of the following functions:

1. Provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
2. Assists with classroom management, such as by organizing instructional materials,
3. Provides instructional assistance in a computer laboratory,
4. Provides instructional support in a library or media center, or
5. Provides instructional support services under the direct supervision of a teacher.

AND fall into one of the following funding categories:

1. **All** instructional paraprofessionals in schoolwide Title I programs regardless of the age of the students being served.
2. Instructional paraprofessionals funded in whole or in part with Title I money in targeted-assisted Title I schools regardless of the age of the students being served.

Note: Title I instructional paraprofessionals working solely as translators or who only conduct parental involvement activities must have a high school diploma or its equivalent, but they do not have to meet the additional requirements (see below).

### **Highly Qualified Paraprofessionals (HQP)**

HQP status is determined at the local level. The following are the minimum federal requirements for Title I, Part A instructional paraprofessionals to achieve HQP status:

- I. All Title I instructional paraprofessionals must have a high school diploma or its recognized equivalent.
- II. In addition, Title I instructional paraprofessionals must also have:
  - A. Completed at least 2 years of study (defined as a minimum of 48 credit hours) at an institution of higher education; or
  - B. Obtained an associate's (or higher) degree; or
  - C. Met a rigorous standard of quality and can demonstrate through a formal State or local academic assessment:
    1. Knowledge of and the ability to assist in instructing reading, writing, mathematics; and
    2. Knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

The latter option (II-C) may be fulfilled through standardized assessments such as ParaPro or The ParaEducator Learning Network, or through a locally-developed portfolio process. LEAs may also choose to accept comparable HQP documentation from other school districts or states. (Please refer to the document Highly Qualified Paraprofessional Requirements & Frequently Asked Questions, available at [education.vermont.gov/new/html/licensing/hqt.html](http://education.vermont.gov/new/html/licensing/hqt.html), for more information about testing options.)

### **Title I Targeted Assistance School**

A targeted assistance school is one that receives Title I, Part A funds yet is ineligible or has chosen not to operate a Title I schoolwide program. The term "targeted assistance" signifies that the services are provided to a select group of children – those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards – rather than for overall school improvement, as in schoolwide programs.

### **Title I Schoolwide Program**

A schoolwide program permits a school to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Title I, Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet State standards.